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ABSTRACT

In 1991, the Domestic Violence Review, commissioned by Manitoba Justice, recommended that schools in Manitoba integrate a component on domestic violence into the curriculum. This document presents a teaching support for Health Curriculum in Middle Years (Grades 5-8) designed to prevent violence in daily life and in relationships. The unit is intended to promote an awareness and understanding of the nature and causes of conflict and violence; develop greater sensitivity to issues of conflict, abuse, and violence in daily life and personal relationships; promote understanding of the effects of violence upon individuals; develop personal values and attitudes toward coercion and violence; develop skills for the positive handling of conflict and anger to ensure healthy personal relationships and personal safety; recognize warning signs exhibited by those who are prone to violence; and understand that violence and aggressive behavior can be dangerous. The unit consists of 13 lesson plans. Lesson 1 introduces the unit, lesson 2 focuses on the meaning of violence, and lesson 3 teaches how to recognize abusive behavior. Lesson 4 discusses how violence affects people. Lessons 5 through 8 deal with facts, fallacies, and opinions; stereotypes; social attitudes; and debate. Lessons 9 and 10 focus on anger expression. Lesson 11 emphasizes healthy relationships, lesson 12 considers planning for protection, and lesson 13 looks at lifestyle. Twenty-two appendixes provide student learning activities, information sheets for students (including legal definitions and concepts), and tips and information for teachers. Contains 27 references for student readers and 11 teacher resources. (NB)

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1993

Grades 5 to 8

Health

Violence Prevention in Daily Life and in Relationships

ED 360 600

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Lesson	Relates to Grade and Objective Numbers of Social-Emotional Well-Being Unit of Health Education Curriculum
1. Introduction to the Unit	
2. The Meaning of Violence	
3. Recognizing Abusive Behaviour	
4. How Violence Affects People	
5. Facts, Fallacies, Opinions	
6. Stereotypes	Grade 5: 1.3 Grade 7: 2.2
7. Social Attitudes	
8. Debate	
9. Expressing Anger – Part I Assertive Communication	Grade 6: 2.5, 2.6, 2.7, 2.8 Grade 7: 2.3, 2.4, 2.5, 2.6 Grade 8: 2.7, 2.8
10. Expressing Anger – Part II Other Techniques for Dealing With Anger	Relaxation Techniques, Grade 8: 1.4 Self-Talk Problem Solving, Grade 5: 1.2; Grade 6: 1.2 Grade 7: 1.4; Grade 8: 1.5
11. Healthy Relationships	Grade 5: 2.4; Grade 6: 2.2
12. Planning for Protection	Grade 5: 3.3; Grade 6: 3.3 Grade 7: 3.3; Grade 8: 3.3
13. Lifestyle	Grade 6: 3.4, 3.5 Grade 7: 3.4, 3.5 Grade 8: 3.4, 3.5

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Introduction

The issue of violence in society has emerged as a social and educational concern in the past few years, particularly violence against women. In 1991, the Domestic Violence Review, commissioned by Manitoba Justice, recommended a range of actions for community response to breaking the cycle of violence. These included a recommendation that schools in Manitoba integrate a component on domestic violence into the curriculum. The Review observed that youth – the adults of tomorrow – will shape the future of society and so must be educated in both the causes and consequences of violence in daily life and in relationships.

The purpose of this teaching support for Health Curriculum in Middle Years (5-8) is to help prevent violence in daily life and in relationships. Violence prevention efforts must involve teachers, schools, parents, and the community because all children are at risk from incidents of violence, and they require support and strategies on how to protect themselves.

Statistics provided by Status of Women Canada indicate the seriousness of the issue:

- At least one in 10 women is battered by her husband or male partner (*Battered But Not Beaten*, a report to the Canadian Advisory Council on the Status of Women, 1987);
- Three-quarters of wife assaults involve a physical attack including hitting, kicking, slapping, or being knocked down. One in five wife assaults involves a weapon including bottles or blunt instruments while six percent involve guns or knives. An average of 100 women a year are murdered by their male partners (Statistics Canada Juristat Bulletin, 1990);
- Some 27,000 sexual assaults were reported to police in 1990, almost double the figure in 1984 (Statistics Canada Juristat Bulletin, 1991);
- Eighty per cent of women incarcerated under federal jurisdiction have had a history of physical or sexual abuse (*Report of the Task Force on Federally Sentenced Women*, 1990);
- In Ontario, 80 per cent of Aboriginal women surveyed on reserves have experienced violence (*Breaking Free: A Proposal for Change for Aboriginal Family Violence*, Ontario Native Women's Association, 1989);
- Almost half of women with disabilities have been sexually abused as children, and one in four have been sexually assaulted as an adult (*Violent Acts Against Disabled Women*, a report to the Ontario Networking Conference, 1986);

- Female victims of elder abuse outnumber male victims two to one (Results of a national survey undertaken for Health and Welfare Canada by the Ryerson Polytechnical Institute, 1990); and

- Fifty-six per cent of women surveyed in seven urban Canadian cities feel unsafe when walking alone in their neighbourhoods after dark (*Canadian Urban Victimization Survey*, 1985).

Violence against women is only one dimension of the social problem. Many educators have remarked on the pervasiveness of violence or the threat of violence in schools and have called for programs to change this state of affairs.

Some critics of the school system argue that schools should limit their activities to teaching the "3 R's," and that health and social issues do not belong in an academic setting. Students, however, do not come to school as solely academic learners. Children come to school as whole persons, with intellect, emotions, values, attitudes, and behaviours. Children who are witnesses to violence in the home or community, or who are victims, or who may be victimizers, do not leave these experiences at the door when they enter the classroom. Teachers are called upon to respond to the real and immediate needs of children as they present themselves. Schools are called upon to ameliorate the situation of children who are victims. The role of schools is also to promote the development of an environment in which all persons are safe to learn and to strive for self-realization.

Indeed, schools and teachers alone cannot solve the problem of violence in society. All sectors of the home and community must be involved and contribute to this effort. Schools should be able to work with community resources to support and supplement the anti-violence initiatives.

Program Goals

The teacher will help students recognize that the prevention of violence at home, at school, and in the community contributes to their well-being.

This unit is intended to

- promote awareness and understanding of the nature and causes of conflict and violence

- develop greater sensitivity to issues of conflict, abuse, and violence in daily life and personal relationships

- promote understanding of the effects of violence upon individuals

- develop personal values and attitudes toward coercion and violence
- develop skills for the positive handling of conflict and anger to ensure healthy personal relationships and personal safety
- recognize warning signs exhibited by those who are prone to violence
- understand that violence and aggressive behaviour can be dangerous and even life threatening

The unit consists of 13 lesson plans which are compatible with the Health Curriculum for the middle years.

Lesson 1

Purpose and Objectives

The teacher will help students recognize options for dealing with violent situations. This lesson enables students to

- establish a positive classroom climate
- introduce the topic of the Unit
- develop interest in the topic
- identify reasons for conflict and aggression
- consider positive goals for peace
- stimulate personal reflection on the theme

Lesson	Teacher Notes
1. Begin the session with a short "Getting to Know You Better" activity.	For one example of a "Getting to Know You Better" activity see Appendix A: "Acquaintance Treasure Hunt."
2. Introduce the topic of the unit and the theme of "Classroom Climate" by conveying a message such as the following: "For the next 13 classes we are going to be discussing and learning about the topic of personal relationships, including conflict and aggression. Before we begin, I would like us to spend a little time thinking about how we would like this class to operate. Let's take some time to establish our own 'Ground Rules,' which will ensure that this class will provide a safe, pleasant, and productive atmosphere for all of us."	See Appendix B: "Our Class."
3. As students list suggestions for these ground rules, the teacher records them on the blackboard or on flipchart paper. The "Ground Rules" can then be discussed and refined, resulting in a workable set of guidelines for the future operation of the class. Ask all members of the class to commit themselves to following these guidelines.	Throughout this unit teachers can make effective use of bulletin board displays. The "Ground Rules," for example, can be posted on a classroom bulletin board for the duration of the unit. Students can also create posters illustrating various concepts as the unit progresses. These posters may also be posted in the classroom.

Lesson

4. Begin an introduction to the topic by leading a discussion as follows

   "Our topic is human relationships, including conflict, aggression,and violence. Why do you think it might be important to discuss and learn about these things?"

   Accept, note, and list student responses.

5. Introduce the topic of "fighting." Ask: "It seems that conflict and fighting can be found all around us. What do people fight about? Let's think about what people fight about in these areas

   - the world
   - our (local) community
   - our school (or class)
   - our personal lives (homes) and relationships."

   Break up into small groups of 3-5 students to list responses. After 5-10 minutes, reconvene as a whole class and pool responses. Record responses on the blackboard in the form of a 4-column chart.

   Discuss the resulting chart: Are there differences in what people fight about in these four areas? Are there reasons common to several or all the areas? Do the reasons imply anything about human needs or motives?

6. At the conclusion of the above activity, say

   "It has been interesting to see some of the reasons why people fight, from the personal level up to the level of nations fighting in the world. Now let's take a little time to think about what a non-violent world **could** be like. Take 10 minutes and – as individuals – write your own 'wish list' for peace. Describe your ideal
   - world
   - local community
   - school (class)
   - home."

7. After 10 minutes, invite students to share their thoughts with the whole class.

8. For the last 5-10 minutes of the lesson have students write in their journals (notebooks) on a topic which relates to the theme of the session. Some examples are
   - "The thing that interested me most about our discussion today ...."
   - "My relationships ...."
   - "The biggest obstacle to peace in the world is ...."
   - "A question which I would like to know more about ...."
   - Free choice of topic.

Teacher Notes

This unit can focus on conflict from the global scale right down to the personal level.

Human needs and motives which lie at the root of conflict may include

- power
- self-esteem
- jealousy
- fear

Student journals provide an effective learning medium. Teachers should also keep journals. See Appendix C: "Using Journals."

Lesson 2

Purpose and Objectives

The teacher will help students recognize that understanding violent behaviours at home, school, and in the community contributes to their personal safety and well-being. This lesson enables students to

- develop a personal definition of violence
- develop an awareness of the elements of violence
- recognize that violence can be both physical and psychological
- develop an awareness of some of the dynamics of violent situations

Lesson

1. Review the content and process of the previous lesson.

2. Invite (do not pressure) 3 or 4 students to share their journal writings from the pervious session.

3. Introduce the topic for today's lesson

   "Today we are going to look at the problem of violence in our society and in personal relationships. Let's begin by developing our own class definition of violence. What does the term 'violence' mean to us?"

4. Ask students to take 3-4 minutes to write down their own personal definition of "violence."

   After this time has elapsed, have students form small groups of 4-5 members to create a group consensus definition of violence. (Take about 10-12 minutes to do this.) Finally, ask for reports from the small groups and record elements on the blackboard to create a group definition.

Teacher Notes

Another technique for making use of student ideas and questions is the use of "The Question Box." See Appendix D.

For interest, the Random House Dictionary of the English language defines "violence" as

- swift and intense force
- rough or injurious force, action, or treatment
- unjust or unwarranted exertion of force or power ....

Lesson	Teacher Notes
5. Teachers may display their own definition of violence as well.	For example: "To me, violence means using force which causes harm to someone."
6. Discuss some of the elements of the definition of violence which have been identified. For example • "What do we mean by 'harm'?" • "What kind of 'force' are we talking about?" • "Does violence have to cause physical damage?" • "What human rights do people have? How can they be violated?" • "What do we mean by 'power over another person'?" • "What do we mean by intimidation?" • "How does 'being controlled' affect a person?"	The UN Charter of Children's Rights provides examples of ways human rights of children are violated.
7. Introduce the idea that there are different types of violence. "Let's divide up the idea of 'violence' into two major categories • physical (which includes sexual assaults) • emotional or psychological."	
Give a short, simple definition of each and explain how they are harmful to the individual.	Physical abuse means acts which result in physical bruises and cuts. Sexual abuse means acts of sexual nature by improper touching, forcing individuals to watch pornography, and harassment. Emotional abuse means acts or behaviours which result in emotional or psychological harm, such as put downs, coercion, and isolation.
On the blackboard, draw two columns, one headed "physical/sexual," the other "emotional/psychological."	The teacher may wish to use different headings depending on the age levels of the students in the class.
Say: "Let's see if we can provide examples of each of these two forms of violence." List example given by the students.	The class can develop a poster: "Our Class Definition of Violence."

Lesson

8. Discuss the basic elements or dynamics of some of the examples given by the students
   - What form does the violence take?
   - Why does the offender resort to violence? How does the victim feel, respond, react?
   - What role does power play in the example?
   - Is exploitation taking place? In what way?

9. Introduce the topic of the analysis of conflict situations.

   Say: "We can analyze conflict situations by asking questions such as these
   - **Who** is involved?
   - **What** is the conflict about?
   - **When** does it occur?
   - **Where** is it occurring?
   - **Why** is it happening?
   - **What** are the results or effects?

   (Include how the people involved feel and what they learn from the experience.)"

10. Take 3-4 examples provided by the students and ask students to analyze them using the 6 Ws.

11. Assign homework

    "For the next class go through daily newspapers or magazines and clip out articles in which an incident of violence plays a part."

    Report on two of these incidents using the 6 Ws.

Teacher Notes

The teacher can ask the class to define the following
- "victim"
- "offender"
- "exploitation" (taking advantage of another)

This unit may be effectively taught using 1 or 2 classes per cycle.

Students can bring in articles throughout the unit for a "dedicated" bulletin board.

Lesson 3

Purpose and Objectives

The teacher will help students recognize options for dealing with abusive behaviour. Lesson 3 enables students to

- develop greater awareness of the problems of conflict and abuse
- develop greater sensitivity to confrontational and abusive situations
- identify conflict, abuse, and potentially violent situations in their environments

Lesson

1. Briefly review the last session. Invite 3-4 students to share their journal entries from the last session. Share question box submissions.

Teacher Notes

Make sure you do not call upon the same students as last time. Over the course of the unit all students should have the chance to share.

2. Review the homework assignment.

3. Prepare a diagram on the blackboard as follows.

Prepare this grid on the board before class begins.

CONFLICT INCIDENT: _____

Who? _____
What (is it about)? _____
When? _____
Where? _____
Why? _____
What (results)? _____

Ask students to fill in the diagram by referring to the newspaper articles which they have clipped.

4. Introduce the topic of violence in everyday life.

Lesson

"So far we have been talking about violence in a general way. But violent conflicts can and do occur in our everyday lives and relationships. Here – for example – is a 'case study' of a girl who is the victim of a bully on the school bus. Let's take some time to think about this problem."

Divide the class into small groups of 4-5 students and distribute case studies: "School Bus Bully," and "Lisa's Dilemma." Ask students to read the case studies and prepare a group response to the questions provided on the handout.

After 10-12 minutes reconvene the whole class and ask for brief reports from the small groups. Students can discuss and comment.

Continue to deal with examples of violence/confrontations.

5. Introduce the technique of role-playing.

   Teacher demonstrates one role-play situation. For example

   "Tom threatens Billy at recess: 'If you tell anyone that it was me who broke old man Jones's window, I'll get you good!'"

   Debrief the role-play by discussing such questions as

   - How does Tom feel?
   - How does Billy feel?
   - What can Billy do?
   - What do you think Billy **will** do?

6. Ask students to pair off and to write an outline for a short role-play scenario which they will later enact for the whole class.

   Some possible scenarios include

   - a bully extorts lunch money from a younger student
   - an older brother threatens a younger brother not to tell
   - an older student cheats a younger one out of his valuable hockey cards
   - a student has trouble with a good friend who always has to have her own way
   - one student tells her (same sex) friend: "You have to be **my** friend only; you can't be friends with anyone else."
   - a student carelessly breaks another's prized possession.

Teacher Notes

See Appendix E and F respectively.

See Appendix G for "Tips on Role-Playing."

Lesson	Teacher Notes
7. As time permits, enact 3-4 short role-plays. Discuss very briefly.	
8. Conclude this session with a journal writing exercise: "Write about your role-play scenario experience."	The next class, if desired, can also be devoted to role-playing.

Lesson 4

Purpose and Objectives

The teacher will help students to develop an ability to understand the nature of violence and how to respond to those who are violent. Lesson 4 enables students to

- gain an appreciation of how violence affects people
- deepen an understanding of the effects of violence
- understand the cycle of violence
- develop a greater sensitivity to cues related to potentially violent situations

Lesson	Teacher Notes
1. Briefly review the previous session.	
2. Introduce today's topic "People who are the victims of violence or threats – such as those we talked about last time – are affected in a variety of ways. Today we are going to talk about the effects of physical and emotional violence on people."	
3. Display the diagram "Effects of Violence" as an overhead or on the blackboard.	For teacher background information, see Appendix H: "Effects of Violence." The categories in this appendix may be used to organize the students' lists.
4. "Let's list some of the ways that violence and threats affect young people. What feelings, thoughts, or behaviours would a person have if they were victims or witnesses of violence? Let's think of as many examples as we can."	The role-play scenarios acted out in the previous class can be used to illustrate this exercise.
5. Introduce the topic of the "cycle of violence."	

Lesson

Usually a violent conflict goes through stages or phases. These include

- build-up of stress or tension
- "blow-up"
- "calm-after-the-storm"

6. Ask students to suggest examples of incidents which illustrate this 3-phase cycle.

7. For each of the three phases, ask students to list cues, signals, and "triggers" shown respectively by the
   - "offender"
   - "victim"
   - witness or "innocent bystander"

8. Introduce the idea that people can recognize these cues in themselves and others.

   "Sometimes when we are in difficult situations, we can 'tune in' to our own feelings, thoughts, or physical sensations. We recognize these cues or signals. These signals let us know that we need to take some action."

9. Ask the class to think of conflict situations they dealt effectively with which could have escalated.

10. Have students spend 5-6 minutes writing in their journals. Describe your own experience with respect to a "build-up" phase in a conflict situation. What did you see? What did you experience? Did it work well or not? What would you do differently or the same?

11. As individuals or in small groups, create an artistic rendering, such as a poster, colour drawing, or collage of the "cycle of violence." Be creative in colour and design.

Teacher Notes

Display on overhead or blackboard.

Illustrate with an example of a conflict between two people who really like each other.

Develop a chart on the blackboard. Cues can be
- physical sensations such as increased heart and breathing rate, sweaty palms, nervous agitation
- feelings
- thoughts
- behaviours

Teachers can give an example from their own lives: "I remember a time when some teenagers were making a lot of noise in our lane late at night and our young baby was trying to sleep. I ...."

Optional activity.

Lesson 5:

Purpose and Options

The teacher will help students discover that violence significantly affects the behaviour and those around them. This lesson enables students to

- develop a greater awareness of how people think about violence
- promote positive values with respect to violence in relationships

Lesson	Teacher Notes
1. Review the previous session: "What are some of the effects that violence has on people?" "What are some of the cues which people display as they become more tense and anxious?"	
Check homework assignments. Ask students to post their artistic productions around the room. Allow 5-7 minutes for silent milling about the room so that students can view each other's productions.	Optional activity
Invite students to comment on or respond to the artwork.	
2. Introduce today's topic:	
"There are many beliefs which people have about violence, offenders, and the victims of violence. Some of these may be true; others may be false; some may contain some truth. Today we are going to list and examine some of these beliefs."	
Distribute a copy of the handout "Fact? Fallacy? Opinion?" to each student.	See Appendix 1.
Say: "Take 5-10 minutes to think about each statement on the handout. Do you agree with the statement? Do you disagree? Give a reason for your opinion."	
After a sufficient period of time, divide the class into small groups of 4-5 persons. Ask them to share their responses.	
If time permits, canvass opinions from the small groups.	

Lesson

Teacher Notes

3. Save 5 minutes for journal writing: "Pick a belief statement that touched you the most and react to or comment on it."

4. Assign homework.

   "During our next meeting we will be discussing the effects of media violence on people. Your assignment tonight is to tally and report on the extent of violent acts on TV. Include cartoons, dramas, family shows, ads, and music videos."

It would be best to assign this project on a Friday. See Appendix J: "Media Violence Monitor Sheet."

Lesson 6

Purpose and Objectives

The teacher will help students realize the influence of the media in violent behaviours. In this lesson, students will be able to

- consider how male/female stereotypes contribute to the problem of violence
- understand the abuse of power in relationships

Lesson	Teacher Notes
1. Review the previous session and ask students to report on their "media log" activity • How many and what types of incidents did you observe? • How were these incidents portrayed? • What was your reaction to these examples?	See Appendix J: "Media Violence Monitor Sheet."
2. **Discuss:** "Many people believe that the portrayal of violence in films and in the media in general encourages violence in real life. Do you think this is true? Give reasons for your opinion.	
3. Introduce today's topic. "Today we are going to discuss the concept of stereotyping. Can someone tell us what does 'stereotyping' mean? What is a stereotype?" On the blackboard, write down key elements of a definition as the students suggest them.	The Oxford English Dictionary defines a stereotype as a "fixed mental impression" or "mould." Emphasize the concepts of "social expectations" and "living up to ideas."
Illustrate the concept of stereotyping by identifying "male" and "female" • colours • jobs • sports and pastimes • adjectives	See Appendix K for handout "Male/ Female Stereotypes."
4. Ask students to identify their "idols." What do they admire in these idols?	

Lesson	Teacher Notes
5. Ask and list • Are there qualities which we respect more in men? More in women? • After developing these lists, ask: Are there any patterns to these lists?	
6. Ask students to write down 4-5 qualities they would want in a relationship partner. Invite them to share their list with the class and to say why these qualities are important.	"Relationship partners" could include best friend, boy/girl friends, husband/ wife. Other relationships could also be used such as coaches and teachers.
7. **Ask:** "What are some of the most important **human** qualities, regardless of masculinity or femininity?" List on the blackboard.	*Allow no putdowns or judgements!*
8. **Discuss:** "How does what we have been discussing – male/female stereotyping – relate to the concepts of violence, power, and control in relationships? How might male stereotypes and female stereotypes contribute to violence in relationships? How can we solve this problem?	
9. Allow 5-7 minutes for individual journal writing: "My idea of an ideal best friend or partner."	Students can include all types of partners such as coaches, teachers, and mentors.

Lesson 7

Purpose and Objectives

The teacher will help students identify attitudes which increase the risk of violence. In lesson 7, students will be able to

- identify the common attitudes toward violence held by society
- articulate positive values regarding violence and coercion
- reflect upon their own values regarding violence

Lesson

Teacher Notes

This lesson forms a transition from the previous emphasis on "What is violence?" to the development of positive relationship skills.

1. Review the previous lesson by asking the students to list the positive qualities of human beings which are of importance to them.

List on the blackboard.

2. Introduce the topic of today's session:

   "Today we are going to discuss society's attitudes towards violence. Let's begin by asking what people seem to generally believe is acceptable in the world today."

   On the blackboard, write the four headings "World," "Community," "School," and "Personal." Under each of these headings, students brainstorm and list the kinds of aggressive behaviours which occur.

The teacher may wish to consult or coordinate this lesson topic with the social studies curriculum.

Ask students to listen to the CBC news in the morning or evening. A radio can be brought to class and the whole class can listen to a news broadcast together in order to identify acts of violence.

Lesson

Teacher Notes

Examples might include:

- **World:** war, competition
- **Community:** TV wrestling, fighting in sports, graffiti
- **School:** vandalism, bullying
- **Personal:** gossip, fighting

An interesting optional discussion topic might be:

"Do men and women seem to think differently about any of these issues?

Refer back to the lesson on stereotyping.

3. **Challenge the students:** "Do we accept these attitudes or behaviours as being necessary or proper? Do we accept these kinds of attitudes in this class or in our personal lives? What can we do as individuals to make a positive difference? Can we think of more positive ways of dealing with issues (in each of the 4 categories)?"

Examples of positive actions might include:

- **World**: economic sanctions, UN peacekeeping
- **Community**: neighbourhood watch, community self-help, police, block parents
- **School**: student council, conflict managers, peer helpers
- **Personal**: Teen Touch, Stop and Think, seek help

Invite the class to consider a classroom "Charter of Rights."

The classroom charter should include the right to a place where one feels safe and secure

Divide the class into small groups and ask them to devise their own list of human rights.

Display and discuss the United Nations Bill of Rights as a model.

After 5-10 minutes reconvene the whole class and pool items to create one "Charter."

Journal activity: "Take some time out and look back on this unit. Reflect on anything which has arisen for you up to this point in this unit. What new thoughts or ideas have occurred to you? New awarenesses? Have you changed any of your attitudes or opinions? What issues or questions are unresolved for you? What questions do you still want to deal with?

Lesson 8

Lesson

1. Organize a debate.

   Conduct a class discussion on this motion: "Resolved, that there are times when violence is acceptable." After the topic has been explored in a general, introductory way, divide the class up into two teams. Each team chooses its representatives/debaters and helps prepare arguments. Conduct the debate.

Teacher Notes

For the debate motion you might wish to focus on the categories of "world," "community," "school," and/or "home."

Try to involve all students in this activity. For example, with a large group, you might set up 4 teams (2 pro, 2 con), or you might have one student acting as spokesperson, but several acting as "advisors."

Lesson 9

Purpose and Objectives

The teacher will help students recognize the emotional aspects of expressing feelings of anger. In Lesson 9, students will be able to

- identify the cues of angry feelings
- emphasize the normalcy of angry feelings
- emphasize the positive, healthy expression of angry feelings

Lesson	Teacher Notes
1. Introduce today's lesson: "Today we are going to be talking about the emotion of anger. We've talked about anger before in this unit. Remember in Lesson 4, we discussed the cues or signals by which a person can tell he or she or another person is building up anger inside? "Let's see if we can recall some of those cues or signals."	Solicit answers from the class and record on blackboard.
2. Display and discuss the following points about anger. • It's okay to feel angry. Anger is a normal and healthy human emotion. • Everyone feels angry sometimes. • Feeling angry does not mean you have to respond violently. • Different people show anger in different ways. • People can express anger in positive, healthy ways.	These points can be displayed on the blackboard or on a poster. Students can be invited to add other "key points" to the list.
3. Ask the students to complete the following incomplete statements • "I know when I'm angry when ...." • "The way I usually express my anger is ...." • "When someone gets angry with me I usually ...."	

Lesson

Invite students to share their responses. Record on the blackboard. When the whole list is complete, discussion can take place.

4. Introduce the topic of "positive handling of anger":

   "Let's talk about way we can express and use anger in positive, healthy ways. One of the most important skills we can learn to help us use our anger positively is to express our feelings and needs in a direct, assertive way."

   Review the concepts of passive, aggressive, and assertive communications.

   Write each word as a label on the blackboard, spaced about 1 metre apart. Ask for volunteers to come forward and stand under each label. When the teacher gives a short stimulus statement or scenario, students respond in the way indicated by their label. Change volunteers frequently.

   After this activity, discuss: "What are the advantages of responding in an assertive manner as opposed to aggressively or passively?"

5. As a journal activity, ask the students to draw a picture or make a poem about "What does anger look like?"

   Invite those who wish to do so to replicate their drawings at home and to bring them in to be posted on the bulletin board.

Teacher Notes

It is important not to evaluate, judge, or "correct" the students' responses.

The concepts of passive, aggressive, and assertive communication have been covered elsewhere in the Health Curriculum. This review can be short. See Appendix L.

Examples of stimulus statements are

- your brother asks to borrow money
- someone trips you in a game
- a friend calls you up at the last minute to break a date

Students can add their own stimulus statements.

If possible, make sure coloured pencils are available.

Expressing Anger – Part II: Other Techniques for Dealing with Anger

Lesson 10

Purpose and Objective

The teacher will introduce the students to techniques to assist them in dealing with anger.

Lesson	Teacher Notes
1. Review the passive-aggressive-assertive modes of communication. Review why assertive communication is to be preferred when feeling angry. Review 2-3 examples of assertive communication in conflict situation.	
2. Introduce today's topic. "Today we are going to look at three more techniques to handle anger in a positive way. They are • Relaxation • Self-Talk • Problem-Solving (negotiation skills)"	List on blackboard.
3. Introduce the topic of relaxation training. "You will remember when we discussed cues for anger that we identified a feeling of rising tension or anxiety as being one of the anger signals. Well, one of the ways we can counteract this feeling of tension or anxiety is to learn how to relax."	
4. Lead the class in a relaxation exercise.	See Appendix M: "Stress, Visualization, and Relaxation."
5. Introduce the topic of self-talk. "Another thing we can do when we feel angry is just to talk to ourselves and give ourselves positive messages. Some examples are • Stop and think • I can handle this problem without fighting • What is this person's point of view? • This is no big deal • Chill out! • Relax • Let's see. What's the problem here?"	Invite other ideas from the class. List their suggestions on the board. Students can think of other items as "snit alert signals." Discuss how we upset ourselves by what we "tell" ourselves. We talk to ourselves all the time.

Lesson	Teacher Notes
6. Introduce the topic of problem solving and negotiating. "When we get into a conflict situation – instead of threatening or fighting – we can approach the situation as a "problem-to-be solved." Review the steps of the problem-solving model. Ask students to suggest some common conflict situations and apply the problem-solving model to each of these situations. Ask students to complete Appendix O: "Decision-Making Worksheet."	Use the decision-making model provided in the Health Curriculum. See Appendix N: "A Decision-Making Model." This activity can be conducted in small groups as well. See Appendix O: "Decision-Making Worksheet."
7. **Discuss:** "What conditions are necessary for two people to be able to negotiate a peaceful solution to a problem?"	List on board. These conditions can be displayed on a poster. They may include items such as • "They have to listen to each other." • "They have to respect each other's point of view." • "They have to want to solve the problem peacefully."
8. **Journal activity:** "Choose a conflict situation in your life and complete a problem-solving analysis of it."	

Lesson 11

Purpose and Objectives

The teacher will help students to identify the qualities needed in healthy relationships.

Lesson

1. Review the previous lesson on techniques for handling anger
   - relaxation
   - self-talk
   - problem solving

   Invite 3-4 students to show their problem-solving analysis from their journal exercise.

2. Introduce today's lesson

   "Everyone wants to be treated in certain ways by other people. How do we want other people to treat us?"

   Select responses from class and record on blackboard.

3. "Many of these qualities describe what is needed to make a relationship healthy. Qualities such as respect, being listened to, and being cared for allow us to grow and develop in healthy ways.

   "Some relationships may have particular qualities. For example, the relationship between a father and a son may have some different qualities from the relationship between a mother and a son. Let's explore this idea a little further."

4. Divide the class into small groups. Assign each group a type of relationship an ask them to answer this task: "In the type of relationship given below, how would we describe a 'healthy' relationship? What would a 'healthy' relationship of this type look or feel like?"

Teacher Notes

If no students are willing to share, teachers can provide a model from their own life.

Lesson

Relationship types may include
- teacher – student
- parent – child
- peer – peer (same sex friends)
- husband – wife
- boyfriend – girlfriend
- sibling – sibling (brother – brother, sister – sister, brother – sister)
- waitress – customer
- referee – player
- coach – player
- police – child
- bus driver – child

5. In the whole group, call for small group reports and discuss: How are these relationships the same? different?

6. Refer to the "Common Basic Value" of the Health Curriculum to summarize important values in relationships.

7. **Assign a journal-writing exercise:** "Identify the 3-5 qualities that you personally believe are the most important for relationships to be healthy. Write a short paragraph about each."

Teacher Notes

The class can generate other types of relationships.

See Appendix P, "Commonly Accepted Values." Prepare as an overhead or poster.

Lesson 12

Purpose and Objectives

The teacher will help students discover that planning their behaviour significantly affects their safety and well-being. Lesson 12 enables students to

- understand the need for protection planning
- promote self-protection planning

Lesson

1. Review previous lesson: Traits of a healthy relationship.

2. Include today's topic: "Today we will be discussing the idea of planning for self-protection. What can we mean by a 'protection plan'?"

   Solicit students' ideas and definitions.

Teacher Notes

Essential definition is "What you need to be and feel safe."

Examples of when a plan would be necessary include

- threats from a bully
- being ganged-up on
- intimidation
- violence in the home
- hockey game violence
- drunk caregivers
- followed on the way home
- someone tries to pick you up in car

List suggestions on the blackboard. These include

- "Provides safety."
- "Let's you gain some control over your situation."
- "Makes you less afraid."
- "Makes you feel less hopeless."
- "Lessens the chance of more violence."

Lesson	Teacher Notes
3. **Say**: "One element of a protection plan is knowing to whom you would go for help if you needed it. This means knowing who is trustworthy. What makes a person trustworthy? How can you tell if a person is trustworthy?"	Review the Block Parent sign.
Solicit answers and record on blackboard.	Bus drivers may have radios to contact police.
	Call operator without a coin ("O" or "911") for emergency.
Say: "The opposite of trustworthy is unreliable or undependable. How do you know when a person may be unreliable or undependable?"	
Record students' comments on the blackboard. Summarize by comparing these two lists.	
4. Stress that students have already learned ways to cope with trouble in their lives. **Ask**: "Think about and share what you have done in the past to protect yourself and help yourself feel safe in dangerous or threatening situations. What has worked for you?"	Validate these self-protection techniques.
Think of a time you felt unsafe. What did you do? Would you do that again?"	Depending on the group you may decide to work on this topic as individuals.
In small groups, students make two lists:	
What individuals might do to protect themselves from danger • outside the house • inside the house	
As individuals, students are invited to review these lists and develop their own lists:	These lists are not shared with classmates.
What I can do to protect myself from danger: • outside my house • inside my house	
Propose and discuss some "What would you do if ...?" scenarios.	

Lesson

Examples: "What could you do if ...?

- a brother or sister bullies you
- someone in the school yard threatens you
- a teacher made you feel intimidated
- a parent is being abused in your home
- a parent or adult in your home becomes violent
- someone threatens to beat you up after school
- you really felt upset about a situation in your community or in the world."

Teacher Notes

Students can suggest their own scenarios.

7. **Discuss community supports:** "Who can you go to for help?"

   Have students look up the phone number of the appropriate local agencies.

Provide a list of local community supports such as the local Child and Family Services agency, battered women's shelter, kid's help line, or city police.

Collect pamphlets from these agencies to have in your classroom.

Invite a speaker from a support agency. (Must be screened in advance.)

8. As a culminating lesson activity, brainstorm "Ten Tips for Self-Protection." Record on the blackboard. Have the "Ten Tips" reproduced as a poster and post on the bulletin board.

9. **Exercise:** "Draw a diagram of your own personal safety support network as follows: Who deserves to be on your list?" (Name and phone numbers.)

community	_____	school	_____
	_____		_____
	_____		_____
friends	_____	family	_____
	_____		_____
	_____		_____

"Be specific (use actual names) to identify people you can depend on for help in each of the five categories."

Lesson

Teacher Notes

10. Journal Exercise

Have you ever chosen someone who's untrustworthy for a helper?

Have you ever chosen someone who's trustworthy for a helper?

What's the difference between these two helpers?

Lesson 13

Purpose and Objectives

The teacher will help students to discover that decisions made and actions taken today can significantly affect their future. In this lesson, students will be able to

- identify and change negative behaviours in their own lives
- summarize the main points covered in the unit

Lesson	Teacher Notes
1. Review the content of the previous lesson. Ask students to recapitulate the main points of protection planning.	
2. Review the general theme of the advantages of avoiding violence in relationships. Students generate a list: "Why non-violence is better."	
3. Invite students to look at their own attitudes and behaviours and to make positive changes. Hand out the two handouts and give the following instructions: "What can each of us do as individuals to make our lives – and the lives of others – more free from violence? One way is to make a "contract" with ourselves to do or stop doing things which will help us achieve that goal."	
4. Explain the headings of Handout 1 and ask the students to fill it out as individuals.	See Appendix R, "Establish Goals."
5. Explain the purpose and headings of Handout 2: "Handout 2 will help you provide a 'check' on how you are doing with respect to meeting your goal. At the end of each day of the next week, write a short note about something you did that day about your goal."	See Appendix S, "Here's What I Did Today to Meet My Goals." The contract is personal. Only the student, teacher and parent will see it.

Lesson	Teacher Notes
At the end of the week, assign yourself a grade (A+, A, B, C D, F, etc.) which reflects how you feel you did." Take home for parent or guardian signature.	Teacher records the mark but it is only validated upon parents' signature.
6. Ask students to fill out the "Unit Feedback Form."	See Appendix T, "Unit Feedback Form."

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Appendix A
Acquaintance Treasure Hunt

Mill about the room and find someone who
(Have them initial your sheet.)

	Initials
• is a good skater	_____
• was born in another country	_____
• has travelled to more than 2 cities (which ones?)	_____
• can speak another language besides English	_____
• can play a musical instrument	_____
• has a pet (what kind?)	_____
• is left-handed	_____
• has more than 3 brothers and sisters	_____
• was born within 21 days of you	_____
• has a grandparent living with him/her	_____
• likes school	_____
• likes to cook (favourite dish?)	_____
• is a good listener	_____
• likes the same sport as you	_____
• has the same favourite TV show as you	_____
• likes math	_____
• travelled outside of Manitoba last summer	_____
• is the youngest in your family	_____
• has the same favourite music group as you	_____

(Add your own ideas)

•	_____
•	_____
•	_____
•	_____
•	_____
•	_____

Source: Suggested by "Hello Bingo," 1991. The Grace Contrino Abrams Peace Education Foundation Inc., Miami, Florida.

Appendix B
Our Class

A Sample Bill of Rights and Responsibilities

In our class, each individual has the right to

- express his or her ideas
- be listened to with respect
- have his or her own feelings
- be free from bullying, put-downs, or intimidation

In our class, each individual has the responsibility to

- respect the honestly expressed opinions and ideas of others
- be considerate and respectful of the feelings of others
- speak up to protect his or her own rights or the rights of others

Appendix C
Using Journals

Using student journals or log books is a useful way to maintain communication between teacher and student throughout the course of the unit. Writing in their journals helps students think about the content or topics of the unit. When journals are read and responded to by the teacher they help the teacher understand how students are integrating the unit material. The teacher can also identify further topics or areas for exploration. Here are some ideas which may help make the use of journals more interesting and useful for your students.

- Student journals should consist of separate notebooks.
- Encourage use of the journal on a regular basis. Make it a habit. For example, devote 5-10 minutes at the end of each class to journal-writing. It may be useful to set a minimum length for journal entries (e.g., 60-100 words).
- Maintain respect for the student's privacy.
- Respond to students' journal entries with short comments. Establish a running dialogue!
- Teachers can keep journals of their own and can share, when appropriate, entries with the group.

Appendix D
The Question Box

The question box, a communication method, is used in the Family Life Education curriculum. It is a container into which students place written questions, statements, or comments that they have during or after the lesson. These are acknowledged by the teacher. If anonymous, the submission is read and discussed in front of the group; if signed, the teacher can respond in private.

The question box technique allows students to ask questions that they wouldn't normally ask in front of the group for fear of embarrassment or criticism from teachers and/or peers. It also builds trust and respect between student and teacher.

Suggestions for use

1. Designate a student who, at the beginning of each lesson, distributes a slip of paper to every member of the class.

2. Review the following guidelines:

   a) Students can jot down points during the lesson that, for them, require clarification, elaboration, questioning.

   b) To protect anonymity, **all** students **must** write something and put it in the box. If a student does not wish to submit a question relevant to the topic, he or she can write something similar to the following:

      "Have a nice day."
      "I like your outfit."
      "Thanks for teaching me."
      "I learned a lot today."
      "What happens if ...?"
      "What do you mean by ...?"
      "Why does ...?"

      Of course, students are encouraged to focus on the lesson.

   c) Place slips in the box at the end of the lesson.

   d) During the subsequent lesson the teacher can deal with all questions and statements or comments. Guarantee anonymity and deal with submissions in a serious, professional manner.

Appendix E
School Bus Bully

Marcia has a problem.

Yesterday, on the school bus ride home, the well-known bully, Elaine, was – as usual – making life miserable for Marcia's friend, Pat.

Pat, who is smaller and a little timid, ended up in tears and, so Marcia – in a moment of brave concern for her – stood up to Elaine and really told her off!

Unfortunately, Elaine then turned on Marcia. "Okay for you!" she said. "If you think you're so great, then I'll show you! I'm going to get you tomorrow at school and you're going to wish you had just shut up. Get ready for a trip to the hospital!"

For Discussion

Imagine you are Marcia's best friend. What would you tell her?

- How do you feel?
- How do you think Marcia feels?
- What should Marcia say to Elaine?
- What kind of support does Marcia need?
- What can Marcia do? (Think of at least three alternatives.)
- Have you ever been involved in a situation similar to this? What happened? How did it turn out?

Appendix F
Lisa's Dilemma

Lisa, who was a little shy, was new at school, and found it hard making friends there.

One lunch hour, walking to the cafeteria, Ashley, the most popular girl in Lisa's class, came up to her.

"You're Lisa, the new girl in our class, right?" Surprised and flattered by Ashley's sudden interest in her, Lisa nodded her head.

"I'm Ashley," she introduced herself. "My friends and I were wondering if you wanted to eat with us."

"Sure," Lisa said, happily.

Once they got down to the cafeteria, Ashley said to Lisa, "I just realized I forgot to bring lunch money. Do you think you could lend me some? I'd really appreciate it."

Lisa only had the money her mother had given her to buy some groceries with on her way home. Lisa didn't want to let her mom down, but she really wanted to be friends with Ashley.

Discussion Questions:

- How does Lisa feel?
- Describe Lisa's problem.
- What can Lisa do (think of 2 alternatives)?
- Write a short "script" for what Lisa can say to Ashley.
- Have you ever been involved in a situation like this? What happened? How did it turn out?

Appendix G
Tips on Role-Playing

Role-playing can be a very effective learning strategy since, in its simulation of "real life," it provides elements of immediacy and relevance in a positive educational context.

In a role-playing session, participants assume the roles of persons in a hypothetical, real-life situation and, after orientation to the situation and their roles, act out the situation.

Here are some tips to make your role-playing sessions more effective

- Situations for role-plays should be as realistic and "true-to-life" as possible. Canvass the students for their suggestions and develop a short written description of the dramatic situation.
- Encourage the participation of all but, at first, allow students the option to take an active part or not. Some students may be too shy at first and may require a little time to warm-up to the technique. At the same time, do not allow only a few students to dominate.
- Once a protagonist has volunteered or been chosen, allow him/her a choice of co-actors for the scene.
- Spend enough time with the actors to set the scene and the stage. Warm-up to the situation. Establish a "stage" area. Chairs and desks may be arranged to simulate furniture and props can add to the realism of the role-play.
- Help the actors to warm-up to their assigned roles. Let them "get into the part."
- Assign questions or things to look for to the observers (the rest of the class).
- If the role-play does not seem to be working well, the teacher should stop the proceedings and help the group get back on track.
- A dramatic situation can be role-played several times, using different points-of-view, different outcomes, different role assignments for the actors, and so forth.
- After the role-play, conduct a discussion on both the specifics of the particular role-play and the general issues and principles which it has revealed.

Appendix H
Teacher Notes: Effects of Violence on Children

These notes are for teacher background information. They are not intended for classroom use.

How does violence and the threat of violence affect children? The following chart identifies some of the effects of family violence and child abuse in terms of feelings, thoughts, and behaviours.

Violence and the threat of violence:

- **leads to a "Code of Silence" – pressure to "keep the secret"**

feelings:	fear, isolation, shame, embarrassment, feeling different from others
thoughts:	"I can't tell anyone about my secret."
behaviour extremes:	withdrawal – passivity or aggressiveness.

- **may make the victim feel responsible for his/her own victimization**

feelings:	failure, powerlessness, guilt
thoughts:	"I'm a bad person." "It's my own fault. My actions cause the violence."
behaviour extremes:	Avoids responsibility and blames others or super-responsible for self and others.

- **may make the victim repress feelings**

feelings:	anxiety, fear, anger, sick, tired
thoughts:	"Life is unfair." "I have to manipulate people in order to get my needs met."
behaviour extremes:	aggressive, manipulative, psycho-somatic health complaints; showing no affect.

- **may lead to difficulties for the victim in developing healthy gender identification**

feelings:	For a male: over-aggressive, power-obsessed For a female: powerless, weak also confusion, anxiety, fear
thoughts:	"Violence, or passivity, is the only way to be."
behaviour extremes:	aggressive or passive; dominant or submissive.

- **may lead to difficulties for the victim in problem-solving and communication skills**

feelings:	frustration, confusion, anxiety
thoughts:	"Violence and power over others are is the way to solve problems." "I have to force people to change." "Adults have power they misuse."
behaviour extremes:	chaotic or impulsive behaviour; physical aggression or withdrawal.

- **may lead to problems with control and power issues**

feelings:	anxiety, helplessness; lack of trust, fear of one's own anger and the anger of others
thoughts:	"I cannot make myself safe." "Everything is out-of-control. There is no consistency, no rules." "I cannot trust anyone."
behaviour extremes:	pushing limits and trying to have power over others; compared to rigid self-control and self-reliance, but hyper-vigilant.

Source: Adapted from *"Children's Reality in a Violent Family"* by Lynne Pinterics, Children's Counsellor, EVOLVE (Klinic), Winnipeg, Manitoba.

Appendix I
Fact? Fallacy? Opinion?

"It's the victim's fault. If she didn't want to get hurt she would just not provoke the attack. She was asking for it!"

"Usually the person can avoid a violent situation if they want to. Just avoid getting in the way! Walk away!"

"Okay, so you get pushed around sometimes. But at least you have someone! A poor relationship is better than no relationship at all!

"Well, what do you expect? We all know that people from that culture are just naturally violent."

"Drinking makes him violent."

"He hit me first!"

"You're just asking for it, aren't you?"

"He gets violent when he's upset."

"It's a man's right to hit his kids and wife when they don't behave."

"Okay, Okay, so I broke her bike. Big deal! I'll pay for it."

"Why is the principal making such a big fuss over a little swearing? Everyone doe sit. We should be allowed to say whatever we want. Free speech!"

"Whyaddya mean I shouldn't hit her? My mom says that you shouldn't let people walk all over you. If she hits me I'm gonna hit her back twice as hard. She'll learn!"

"Violence in the home is a private matter. It's no one else's business."

"Revenge is sweet!"

"Possession is 9/10th of the law."

"Anger is a bad emotion! You shouldn't ever feel angry."

"Boys should cry."

"Girls shouldn't hit."

Appendix J
Media Violence Monitor Sheet

Date:

Time:

Media: (program or publication)

Description:

Appendix K
Female/Male Stereotypes

Sometimes society "assigns" qualities as being particularly appropriate for females or for males. Here is a list of adjectives. Read through this list quickly, marking an "M" next to those which seem to you to be socially desirable qualities in males and an "F" next to those which seem to you to be socially desirable qualities in females.

tough	dependent	leader
good-looking	amusing	direct
kind	strong	good student
hardworking	fun	sensitive
affectionate	shy	good listener
likes children	helpful	caring
gentle	honest	brave
aggressive	emotional	helpless
independent	soft	strong
follower	decisive	serious

Teacher Notes

Students can share their answers and develop composite lists of stereotypical female and male qualities. They can discuss the origin of these stereotypes and how they are unfair or how they may harm individuals.

Students can choose the five qualities which are most important to them in a friend, regardless of sex. Students can share their answers, saying why each quality chosen is important to them.

Students can also choose those adjectives which they feel best describe themselves and/or those adjectives which describe how they would like to be.

Appendix L
Passive, Aggressive, and Assertive Communications

Passive – being non-assertive by avoiding a conflict, ignoring the situation, or giving in to another person

Aggressive – taking initiative to quarrel by standing up for one's own rights while denying other individuals their rights, attacking another person, over-reacting, putting someone down, being obnoxious

Assertive – positively stating one's beliefs, standing up for one's own rights, expressing oneself honestly and openly without denying rights of others

Appendix M
Stress, Visualization, and Relaxation

As children and their families are experiencing greater stress in their lives, they require skills to deal with anxiety and stress. Symptoms of stress include headaches, eating problems, out-of-control crying, sleeping problems, neck pain, restlessness, excessive energy, depression, and negative feelings.

Teachers can help children evaluate patterns and areas of stress in their lives by keeping a log of daily routines for a week. For example:

A.M.
- hurry to get up and ready for the bus
- almost missed the bus
- forgot swim trunks
- got in trouble at recess
- forgot my homework

P.M.
- not ready for spelling quiz
- teased at recess

Students can generate a list of stressors, brainstorming, and suggestions. Shortlist and combine items until the class has arrived at 20 items. Students can priorize items from the most stressful to the least stressful. They can also share these lists with family members or share them with another classroom.

Other strategies to help relieve stress include

- Exercise: ride a bike, dance, or go for a walk
- Read a funny book
- Phone a friend to have a good laugh
- Take three deep breaths. Shake your shoulders.
- Start very morning with a class energizer
- Take one day at a time
- Think of something nice that will happen soon (Spring Break, the weekend, Christmas)
- Day-dream – try guided imagery with the class.

Here is an example:

> "Get comfortable in your seat. Clear the tops of your desks and don't have anything in your hands. Close your eyes. Breathe deeply. Imagine yourself in your room – you have a closet door that is closed. Walk to it. Open it. There is a dimly lit stairway. Start going down the stairway. A light begins to appear. When you reach the bottom, you find yourself in a lovely park and you are standing on a path. You follow it. It is warm. There is a gentle breeze and the sun peaks through the leaves of many trees. Birds are singing quietly; there are no loud noises, flies or anything to alarm. You are very relaxed in this place.
>
> The path reaches the edge of a slow moving, clear stream. There is a row boat waiting for you there and sitting in the boat is a dear old friend whom you are delighted to see. You both head off in the row boat down the stream for a lovely afternoon picnic and adventure."

Stop here and have the students open their eyes and write about their afternoon, or illustrate some part of the afternoon. If you wish to continue, allow the students a few minutes to daydream about their afternoon (5 minutes or until you detect some restlessness). Have them conclude their imagery by slowly returning to the path, bidding farewell to their friend with plans to meet again for another relaxing afternoon and make their way back up the stairway and into their room.

Here is another visualization exercise:

> "Close your eyes ... Imagine a light above your head – about 10 centimetres in diameter. It can be any colour you choose ... Let the light enter the top of your head, behind your eyes, in back of neck, shoulders, abdomen, any place you feel the light needs to be ... The light can expand to fill any size ... You can go back to this light whenever you need to ...."

Students can also learn the skills of progressive muscle relaxation, which is an effective way of reducing stress. Each muscle group is tensed and relaxed in sequence. Muscles are tenses for five seconds and released (relaxed) for fifteen seconds.

Humphrey* recommends the following sequence:

- **Head**
  - Try to make your eyebrows touch your hair.
  - Squeeze your eyes shut.
  - Wrinkle up your nose.
  - Press your lips together.
  - Press your tongue against the roof of your mouth.
- **Shoulders and back**
  - Lift your shoulders, and try to touch your ears.
  - Bring your shoulders back as far as they will go.
- **Hands and arms**
  - Make your fist as tight as you can.
  - Show me your arm muscles.
- **Stomach**
  - Make your stomach as hard as you can; pull it way in.
- **Upper legs**
  - Lift your legs and feet off the floor.
  - Press your knees together.
- **Lower legs and feet**
  - Press your ankles together.
  - Press your feet together against the floor.

The activity can be made into a game by using the format of "Simon Says."

* Humphrey, James M. *Reducing Stress in Children Through Creative Relaxation.* Community Resources, University of Maryland. Other useful resources for helping children cope with stress include Sanders, Corinne & Cynthia Turner. *Coping: A Guide to Stress Management* (Good Apple) and Henzfeld, Powell, G. & R. *Coping For Kids* (Centre for Applied Research in Education, NY)

Appendix N
Decision-Making Model

Define the Problem or Decision to be Made

- Research the topic if necessary.
- Discuss common accepted values.

Identify Alternative Courses of Action

- Brainstorm alternatives.

Consider the Positive and Negative Consequences and Possible Outcomes of Each Alternative

- Consider health knowledge, commonly accepted values, and community attitudes.

Choose a Course of Action from the Alternatives in Harmony with Commonly Accepted Values

Act Upon the Decision

Evaluate the Outcome

Appendix O
Decision-Making Worksheet

- Define or describe the problem

- List 3-4 alternative ways to handle the problem

- Consider the positive and negative consequences and possible outcomes of each alternative.

	Positive Consequences	Negative Consequences
Alternative 1:		
Alternative 2:		
Alternative 3:		

- Which seems to be the best alternative? Why?

Appendix P
Commonly Accepted Values

The Health Education curriculum for Manitoba schools identifies a number of values which are commonly accepted by our citizens. These include

Dignity – showing respect for elders, parents, children, and self.

Honesty – being truthful with others and self.

Equality – having the same rights, regardless of religion, race, or sex.

Responsibility – carrying out one's obligations or duties; answering for one's own actions.

Justice – being fair to all people and not exploiting others.

Empathy – showing care and understanding for others and their cultures.

Consideration – demonstrating love and generosity towards others.

Commitment – showing loyalty to family, country, ideals, and beliefs.

Self-control – being able to examine and manage one's activities.

In general, this unit should focus on such important values as caring and respect for others, kindness, honesty, compassion, and respect for oneself.

Appendix Q
Handout I

Establish Goals

1. **My Goal (say what you want to do or stop doing to make life less violent).**

   I will ....

   I will stop ....

2. **Why is this goal important? (Say why achieving this goal would be a good thing. How would achieving this goal make life better for yourself and/or others?)**

3. **Supports Needed. (Who needs to know what I intend to do? What helps do I need? Who can I ask to help me? Whose support do I need to help me?)**

Appendix R
Handout 2

Here's What I Did Today to Meet My Goal

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

At the end of the week ...

In general, how did I do? (Check one):

I reached my goal _____
Sort of _____
Did not _____

Grade I would give myself: A+, A, A-, B+, B, B-, C+, C, C-, F (did not try)

Parent Signature _____

Parent Comment _____

_____

_____

_____

_____

Appendix S
Unit Feedback Form

Here is a list of the lesson topics which we covered in this unit. Check those which you found most meaningful or interesting.

1. Introduction to the Unit
2. The Meaning of Violence
3. Recognizing Abusive Behaviour
4. How Violence Affects People
5. Facts, Fallacies, Opinions
6. Stereotypes
7. Social Attitudes
8. Debate
9. Expressing Anger – Part I: Assertive Communication
10. Expressing Anger – Part II: Other Techniques for Dealing with Anger
11. Healthy Relationships
12. Planning for Protection
13. Lifestyle

Write a message about the subject of these units to your teacher.

Appendix T
The Mediation Process

Mediation is a form of conflict resolution. In mediation, disputants agree to third party intervention. This third person is called the "mediator." The mediator tries to help the disputants arrive at a mutually acceptable solution.

In schools where a formal mediator system issued, the student body may be trained in problem-solving skills. The mediators are selected by the student body. For example, nominations are sought from each room. These mediators are trained specifically in listening skills and problem solving. Mediation typically involves the following steps

Step 1: Setting the Terms

Both parties will be asked to agree on two things before mediation can begin. They are

- Do both parties wish to solve the problem?
- Do both parties accept the ground rules: no interruptions, no put downs, be honest, work to solve the problem?

Step 2: Define the Problem

Each person states

- What happened?
- How did they feel about what happened?
- Why do they feel that way?

After each of the above the mediator restates what has been said.

Step 3: Find Solutions

Have each person state what can be done to solve the problem. The mediator restates each suggestion. Each disputant is asked if they agree with what the other party has suggested.

Step 4: Follow-Up Plan (Closure)

The mediator asks the disputants

- What can you do if this happens again?
- Who needs to know about your decision? ("Tell your friends that your conflict is resolved.")

The mediator congratulates the disputants for participating in the mediation and writes a summary report which is filed in the school's office. If frequent mediation occurs, with the same individuals, a teacher, counsellor, or the principal will follow-up.

Schools may use mediators on the playground, with rotating shifts of two mediators on duty. Mediators may wear identification vests and carry clip board recording sheets. Another method involves having school or in-class mediators who are allocated a space within the school and who have received permission from home and school to be taken from class and to assist students who request mediation to resolve their differences.

Appendix U
Law

Assault: Definitions and Penalties

Assault – application – consent – accused's Belief As To Consent.

265

(1) A person commits an assault when

a) without the consent of another person, he applied force intentionally to that other person, directly or indirectly;

b) he attempts or threatens, by an act or gesture, to apply force to another person, if he has, or causes that other person to believe upon reasonable grounds that he has, present ability to effect his purpose; or

c) while openly wearing or carrying a weapon or an imitation thereof, he accosts or impedes another persons or begs.

(2) This section applies to all forms of assault, including sexual assault, sexual assault with a weapon, threats to a third party or causing bodily harm and aggravated sexual assault.

(3) For the purposes of this section, no consent is obtained where the complainant submits or does not resist by reason of

a) the application of force to the complainant or to a person other than the complainant;

b) threats or fear of the application of force to the complainant or to a person other than the complainant;

c) fraud; or

d) the exercise of authority.

(4) Where an accused alleges that he believed that the complainant consented to the conduct that is the subject-matter of the charge, a judge, if satisfied that there is sufficient evidence and that, if believed y the jury, the evidence would constitute a defense, shall instruct the jury, when reviewing all the evidence relating to the determination of the honesty of the accused's belief, to consider the presence or absence of reasonable grounds for that belief.

266

Everyone who commits an assault is guilty of

a) an indictable offence and is liable to imprisonment for five years; or
b) an offence punishable on summary conviction.

Assault with a Weapon or Causing Bodily Harm – Definition of "bodily harm."

267

(1) Everyone who, in committing an assault,

a) carries, uses or threatens to use a weapon or an imitation thereof, or
b) causes bodily harm to the complainant, is guilty of an indictable offence and is liable to imprisonment for ten years.

(2) For the purposes of this section and sections 269 and 272, "bodily harm" means any hurt or injury to the complainant that interferes with his or her health or comfort and that is more than merely transient or trifling in nature.

Unlawfully Causing Bodily Harm

269

Everyone who unlawfully causes bodily harm to any person is guilty of an indictable offense and liable for imprisonment for ten years.

Note: This information is taken from the Criminal Code – For a copy of this section of the Criminal Code, contact your local Crown Attorney.

Source: Excerpts from **The Domestic Violence Review into the Administration of Justice in Manitoba**, Manitoba Justice, 1991.

Annotated Bibliography

Novels and Short Stories

Alexander, Martha. *Move Over Twerp* (1981). New York: The Dial Press. K-4 level. Jeffrey shows his classmates that being younger and smaller doesn't mean he can be pushed around.

Blos, Joan W. *Old Henry* (1990). New York: Mulberry Books. K-6 level. A wise and witty tale about different kinds of people learning to get along.

Bosch, Carl. *Bully on the Bus* (1988). Parenting Press. K-6 level. In this book the reader will find out how it feels to be picked on by a bully, and you'll have lots of chances to pick your own solutions.

Brochmann, Elizabeth. *Nobody Asked Me* (1984). Toronto: Lorimer. 5-8 level. When her parents leave for Germany to see her dying grandmother, 13 year old Rachel is left to fend for herself under the protective eye of her uncle and her mother's best friend. She learns a lot about life and love in the process.

Brochmann, Elizabeth. *What's the Matter Girl* (1980). Don Mill, Ontario: Fitzhenry & Whiteside. 5-8 level. A girl's love for her uncle is challenged when he arrives home wounded from the second world war. Love, growing-up families.

Brown, Jamie. *Superbike* (1981). Toronto: Irwin Publishing. 7-9 level. Neil isn't on the best of terms with his stepfather. His marks are slipping at school and he can't seem to convince a girl that he is serious about her.

Butchart, Haylene. *Journey Through a Shadow* (1983). Toronto: Seal Brooks. 6-9 level. After a year, Jamie is still trying to recover from the death of his parents and adjust to his new home with his older brother and sister-in-law. To make things worse, Jamie is picked on by bullies at school and his marks are slipping.

Byars, Betsy. *The 18th Street Emergency*. Puffin Books. 4-6 level. In this suspenseful story, both Mouse and Hammerman learn about revenge, heroism and honour.

Carlson, Nancy. *Loudmouth George and the 6th Grade Bully*. Willowisp Press. K-5 level. After having his lunch repeatedly stolen by a bully twice his size, George and his friend Harriet teach him a lesson he'll never forget.

Cole, Joanna. *Don't Call Me Names*. Random House. K-5 level. Neil is sick and tired of being teased by Mike and Joe. They are always teasing and calling names. Neil finds a solution.

Davis, Diane. *Something Is Wrong at My House* (1989). Parenting Press, Inc. K-8 level. Based on a true story about a boy living in a violent household. He explores both internal and external ways of coping.

Doyle, Brian. *Angel Square* (1984). Toronto: Groundwood. 4-8 level. Tommy gives a hilarious yet serious account of life in Lower Town Ottawa just after World War 2. He takes his life in his hands as he attempts the daily crossing of Angel Square, where children of different religious groups battle daily. Tommy has a trick. This is a story which shows the absurdity of racism.

Godfrey, Martyn. *Here She Is, Ms Teeny Wonderful* (1984). Scholastic-Tab. 4-8 level. Carol's big aim in life is to be able to jump over 6 garbage cans, laid side by side, on her bike. Her mother has other plans – she has entered her in the Ms Teeny-Wonderful contest.

Gunnery, Sylvia. *I'm Locker 145, Who Are You?* (1984). Scholastic-Tab. 6-10 level. Brenda has enough problems, what with her family split up and the recent move to a new town so it's understandable that she doesn't want to get involved with a boy who has been to reform school and is suspected of breaking into the school. Should she give him a chance?

Halvorson, Marilyn. *Let It Go* (1985). Toronto: Irwin. 6-10 level. When Lance's mother shows up to claim him after an absence of 10 years, he questions the sincerity of her declaration of love. A sensitive story of life, love, and growing up.

Hazen, B.S. *Tight Times* (1979). Penguin Group: Puffin Books. K-6 level. A small boy's father loses his job. It has its effects on everyone in the family.

Hewitt, Marsh and Mackay, Claire. *One Proud Summer* (1981). Women's Press. 6-10 level. Thirteen year old Lucie has to quit school to work in the cotton mill in Valleyfield, Quebec. The year is 1946. Working conditions are deplorable – long hours, short breaks, sexual harassment. A dramatic account of the workers' struggle.

Major, Kevin. *Far From Shore* (1980). Toronto: Clarke, Irwin. 6-12 level. Unusual novel told from a variety of viewpoints about a young Newfoundlander whose family life is disintegrating. Chris's brush with alcoholism and the law threatens to destroy his self-esteem.

Muir, Stephen, Muri, Mary Jane. *Albert's New Shoes* (1987). North Winds Press. K-6 level. Albert plays soccer very well but wears an old pair of shoes which everyone teases him about. He is very unhappy and asks his mother for a pair of runners like everyone else has. Eventually, she is able to oblige. Meanwhile, the others think Albert's soccer success has something to do with his old shoes and try to find some for themselves.

Paris, Susan. *Mommy and Daddy Are Fighting* (1986). Seattle: The Seal Press. K-6 level. A young girl tries to come to grips with her parents' fighting. Includes discussion questions for adults to use with children.

Pirot, Alison. *Who Cares About Karen* (1982). Scholastic-Tab. 5-9 level. Karen is usually the hanger-on in the group. She has no self-confidence. After a car accident involving herself and several friends, Karen is he one who is strong and dependable in order to help her friends.

Quinlan, P. *Planting Seeds* (1988). Toronto: Annick Press. K-8 level. Compares conflicts at home with world issues and a young girl's concerns about world peace.

Schmidt. F., Friedman, A. *Fighting Fair for Families* (1989). Miami Beach, FL: Peaceworks. K-8 level. Humourous, down-to-earth handbook for both home and school to look at alternatives to unfair fighting.

Scholes, K. *Peace Begins With You* (1990). Sierra Club Book, Little Brown & Co. K-8 level. Explains the concept of peace, why conflict occurs, how they can be resolved in positive ways and how to protect peace.

Stolz, Mary. *The Bully of Barkham Street.* Harper Trophy. 4-6 level. Martin has a bad reputation and no friends. His family never listens, and he is the oldest and biggest in his class. Martin knows something has to change.

Truss, Jan. *Jasmin* (1982). Toronto: Groundwood. 5-8 level. Jasmin has some problems. Her name is presumptuous, her home life allows no privacy and she is flunking Grade 6. She reaches her limit, runs away into the bush near her Alberta home an learns some valuable lessons.

Yolen, Jane. *Sleeping Ugly* (1981). New York: Coward, McCann and Geoghegan Inc. K-8 level. Beautiful Princess Miserella, Plain Jane, and a fairy fall under a sleeping spell and a prince undoes it in a surprising way. Helpful tale when discussing the difficult process of selecting friends and partners who are "right for you."

Teacher Resources

Creative Conflict Solving for Grades 5-9
Teacher's guide and workbook and "Rules for Fighting Fair" poster
Publisher: Grace Contrino Abrams Peach Education Foundation
3550 Biscayne Boulevard, Suite 400
Miami, Florida 33137-3854

Develops positive interpersonal skills, respects human differences, explores dynamics of conflict, discovers techniques to handle frustration and anger. Utilizes brainstorming, role playing, problem solving and decision making.

Second Step – Grades 6-8
Teacher's guide – overheads – video
Publisher: Committee for Children
172-20th Avenue
Seattle, Washington 98122

Teaches students how to avoid becoming victimizers. Develops specific skills in the area of empathy, impulse control, and anger management.

The Mouse the Monster and Me
Small, inexpensive workbook that teachers, counsellors or the student can use.
Publisher: Impact Publishers

Assertiveness training for young people. Explains how one can become less Mouse or Monster and more an assertive, responsible free person in control of self. Suitable for Grades 4-6.

Skillstreaming the Adolescent (1980)
Publisher: Research Press
By: Goldstein, A.P., Sprafkin, R.P., Gershaw, N.J.

Skillstreaming the Elementary School Child (1984)
Publisher: Research Press
By: McGinnis, Ellen, Golstein, Arnold

Teacher guides for teaching prosocial skills to the hard-to-reach student. Includes assessment tools, specific skill development instruction, group and individual instruction guides.

The Hurried Child. All Grown-Up and Nowhere To Go (1984)
Publisher: Addison Wesley
By: David Elkind

Excellent reading and resource books for discussions with parents and students about the effects of media, society, etc., on both this generation of students, and the parents presently involved in the school system.

The following materials are available for use for a one-month period from The Manitoba Teachers' Society, Welfare Services Department, 191 Harcourt Street, Winnipeg, Manitoba R3J 3H2, 888-7961 or 1-800-262-8803/8804.

1. *Dating Violence: Young Women in Danger* (B.20)
   Barrie Levy, 1991
   Indispensable for teachers, counsellors and other professionals working with teenagers.

2. *Boys Will Be Boys: Breaking the Link Between Masculinity and Violence* (B.22)
   Myriam Miedzian, 1991
   Exposes the ways in which we encourage violence in our sons, and offers specific, practicable suggestions for what we can do to stop it.

3. *Thumbs Down: A Classroom Response to Violence Towards Women* (B.13)
   CTF, November 1990
   This project was initiated to encourage classroom discussion and activities (in age-appropriate ways) aimed at deterring violence against women.

4. *A Handbook for the Prevention of Family Violence* (B.14)
   The Community Child Abuse Council of Hamilton-Wentworth, 1990
   Deals with child abuse, dating violence, wife assault, effects on children who witness wife assault, elder abuse, role of the school, family violence in literature, media violence and children, from family peace to world peace – making the connection.

5. *Working with Children from Violent Homes – Ideas and Techniques*
   Diane Davis (Network Publications (ETR Associates) n.d.
   A useful resource for counsellors and teachers who are called upon to work with children who have been affected by violence in the family.